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THE POST-DOCTORAL TRAINING PROGRAM IN EDUCATION. FINAL REPORT.

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An evaluation is made of the postdoctoral training program in education which was held at the University of Oregon, 1966-67. Six postdoctoral fellows participated in the program, four from the field of higher education and two from public school administration. The program had four objectives: (1) To improve and extend research skills, (2) to develop a broader knowledge of the concepts and research methodologies of the educational subspecialty of a behavioral science field, (3) to extend research capability, and (4) to engage in research projects as members of research teams directed by competent researchers. The program was found to be generally successful as evidenced by the quality of work produced and the gains made in research competencies. (HW)

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U. S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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OFFICE OF EDUCATION

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The training program reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

THE UNIVERSITY OF OREGON

Eugene, Oregon

THE POST-DOCTORAL TRAINING PROGRAM IN EDUCATION
FINAL REPORT

INTRODUCTION

The Type of Training Program

The program which was conducted at the University of Oregon was a Post-Doctoral Research Training Program in education. Federal funds were granted for the academic year 1966-67 under Public Law 83-531, Section 2 (b), as amended by Public Law 89-10, Title IV.

Participants

Six post-doctoral fellows were selected to participate in the program. Four (4) of them were from the field of higher education and two (2) were public school administrators.

Program Objectives

The purposes of the post-doctoral research training program were: 1) To provide an opportunity for selected persons with doctorates in education to improve and extend their research skills; 2) To provide an opportunity for selected persons with doctorates in education to develop broader knowledge of the concepts and research methodologies of the educational sub-speciality of a behavioral scientific field; 3) To provide an opportunity for skilled researchers in education who have encountered specialized needs to undertake a year's program of study and research to extend their research capability; and 4) To provide an opportunity for selected persons with doctorates in education to engage in research projects as members of research teams directed by competent researchers.

THE PROGRAM FOR THE POST-DOCTORAL FELLOWS

The program for each post-doctoral fellow was geared to the interest and the needs of each participant. With the cooperation of the program director, each trainee prepared a program that endeavored to extend his research capabilities by engaging in independent study and course and seminar work designed to improve his knowledge of

1) The philosophy of science
2) Research methodology and research design
3) Mathematics and statistics
4) Computer technology as related to research needs
5) The educational sub-speciality of a behavioral scientific field.

Funds were available to the trainees to participate in local, regional, and national conferences. In some instances, trainees served as members of panel discussion groups or were group discussion leaders at these conferences.

Opportunity was provided for several of the trainees to participate as members of research teams for the Center for the Advanced Study of Educational Administration and for the Bureau of Educational Research.

EVALUATION OF POST-DOCTORAL TRAINING PROGRAM

1. a) Objectives--Most of the objectives listed in the application for the grant were met. We were unable to give trainees the opportunity to work as members of a team in the case of 4 of the 6 trainees.

   b) Content--This was very unstructured. Individuals participated in University classes of their choosing. Each trainee, in cooperation with the program director, planned a sequence of research and/or an instructional program in view of his background and needs. This arrangement seemed quite satisfactory.

   c) Staff--Staff assistance was adequate to the needs of the trainees. Trainees rated this area high in their evaluation.

   d) Trainees--The caliber of the class was extremely high. The geographical representation included trainees from New York, Texas, California, Utah, Oregon.

   e) Organization--The academic year, plus the summer, in some cases, provided the trainees adequate time to complete their projects. Excellent office facilities were provided. Trainees had little difficulty finding adequate housing in this area.

   f) Budget--The total amount adequately provided for the objectives of the program.

2. The unique feature of the program was its flexibility. Trainees were able to pursue their individual major interests. Staff members were most willing to give every assistance possible. The trainees were able to attend conferences and engage in some research and research related activities.

   The resources (human and physical) available were certainly one of the valuable assets of the program.

3. No weaknesses of note were encountered by the staff members.

4. The post-doctoral training program was generally very successful. Trainees took ample advantage of the facilities available to improve in areas where they felt a lack of strength. From the quality of work produced evidence can be seen that the fellows did make considerable gains in their research competencies.

   Trainees, in evaluating the program, listed the individualistic approach as the major asset of the program. Yet, this also was viewed on one of the criticisms in that there was not enough done to get them together as a group. They also suggested that it would have been helpful if more had been done to acquaint them with the campus facilities and to have helped them become identified on the campus.

PROGRAM REPORTS

1. Publicity

A letter (copy attached) was sent in April, 1966 to all deans and department heads of the Departments of Education and Behavioral Sciences in the major institutions of the thirteen western states.

2. Application Summary

a. Approximate number of inquiries from prospective trainees (letter or conversation)	30
b. Number of completed applications received	21
c. Number of first rank applications (Applicants who are well-qualified whether or not they were offered admission)	17
d. How many applicants were offered admission	6

3. Trainee Summary

a. Number of trainees initially accepted in program	6
Number of trainees enrolled at the beginning of program	6
Number of trainees who completed program	6

b. Categorization of trainees

(1) Number of trainees who principally are elementary or secondary public school teachers	0
(2) Number of trainees who are principally local public school administrators or supervisors	2
(3) Number of trainees from colleges or universities, junior colleges, research bureaus, etc. (specify)	
universities	4

UNIVERSITY OF OREGON

CENTER FOR THE ADVANCED STUDY
OF EDUCATIONAL ADMINISTRATION

EUGENE, OREGON 97403
telephone (code 503) 342-1411

The University of Oregon has recently established six post-doctoral research training fellowships for professors of education and research workers in school systems and state departments of education. Each fellowship will be for the period of the academic year and will provide a replacement of the salary which the individual would have earned during the year plus a modest travel allowance. Since this is a fellowship, the income is tax-exempt. Individuals selected for the fellowships will be in residence at the University of Oregon from September 19, 1966, through June 11, 1967. Programs designed to meet the needs and interests of each individual plus research opportunities through the Center for the Advanced Study of Educational Administration will be provided.

We would appreciate your assistance in identifying individuals who would be interested in these fellowships and who could make a substantial contribution to education through the broadening of their research competencies. Applicants should send a vita, recommendations from superiors and colleagues (not less than three nor more than five), reprints of articles or papers which they have written, and a tentative outline of the type of course and seminar work or research involvement from which they would benefit during the academic year. Further information can be obtained from the undersigned, and applications should be made to him.

Very sincerely yours,

Keith Goldhammer

Keith Goldhammer
Associate Dean

KG:sdh